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ABSTRACT

This handbook is designed to help literacy coordinators, especially in New Mexico, develop and implement volunteer literacy programs. The seven chapters provide information on (1) organizing the program; (2) recruitment of volunteers and students; (3) training tutors; (4) methods of instruction; (5) recordkeeping; (6) recognition and placement for program completers; and (7) additional resources. Sample forms and examples are provided. (KC)

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HANDBOOK FOR COORDINATORS OF VOLUNTEER LITERACY PROGRAMS

by Marcie McKenzie
UNM 310 Project

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ORGANIZING YOUR PROGRAM

ORGANIZING YOUR PROGRAM

Organizing a literacy program involves many skills: recruitment, training, record keeping, screening and planning are among the biggest responsibilities. But before a single student is recruited or a single volunteer is trained, a plan must be set up. Careful attentiion to the planning of your program will help ensure its success.

Mission

What is the goal of your program? Do you want to provide basic literacy instruction? Are you willing to provide tutoring for those who can read but want to improve their ability? Are you going to offer only literacy help, or are you willing to arrange tutoring for students who need instruction in English as a Second Language as well?

Students

How many students can you serve well? Ten? Twenty five? When making this decision remember that student/tutor pairs will need some supervision, and that each pair will need a place to meet and materials.

What criteria will you use to decide if a student is eligible for services?

_____performance on a standardized reading test?
_____performance on the READ test?
_____recommendation from an employer?
_____recommendation from a family member or friend?
_____student's self assessment?(I can't read well. I want to read better.)
_____completion of elementary school?
_____completion or lack of high school education?
_____age?

Once you have decided on the questions listed above, you need to address these questions:

_____Will you accept retarded students?
_____Will you accept students with learning disabilities?
_____Will you accept incarcerated students?
_____Will you accept college students?

Tutors

How many tutors can you systematically train and supervise?

What training will you offer new tutors? Who will provide it? Where? When? (See Tutor Training section of this handbook for information on training and inservice.)

How much time will you require a tutor to commit to the program? (Most programs are organized around a schedule of hour-long sessions offered twice a week.)

Tutors (continued)
What block of time will the commitment cover? Most volunteers are reluctant to sign up for an open ended commitment. It is best to schedule one semester blocks, asking students and tutors to agree to stay with the program for that long. At the end of one block, if a student/tutor pair wants to continue working together, they can sign up for another block of time.

What criteria will you use to select tutors?

_____ability to read and write English fluently ?
_____knowledge of reading resources such as libraries, adult basic education classes, continuing education classes, etc?
_____motivation (are they sincerely interested in helping another person?)
_____availability (are they available during the hours a student is available)

_____enthusiasm (Is the potential tutor enthusiastic and optimistic about the work?)
_____trustworthiness (is the potential tutor willing and able to keep student information confidential?)

Screening of participants
Who will screen the people who would like to be involved in your program? How will students' abilities be measured? Will the evaluator use a standardized reading test, the Literacy Volunteers of America READ test, an informal reading test, or a sample of student writing and reading to place the student and assign materials?

Funding
How will the materials for the program be bought? Will the local Adult Basic Education program share some reading materials? Will you seek support from local civic organizations by asking for contributions to buy materials? Who will contact these groups? Is your program eligible for any national grants which support literacy programs? B. Dalton, Scripps-Howard and Gannett Foundation have provided funding through grants in the past.)

Logistics
Once the tutors are trained and the students evaluated, where will the student/tutor pairs meet for instructional sessions? There are a number of possible locations, but one place they should not meet is at the home of either the student or the tutor.

The setting must be separated from other students, family members and the public. Reading students are usually very uncomfortable if others are present during instruction. For this reason you need to arrange meeting places which allow privacy with a minimum of noise and distraction.

Does your Adult Basic Education facility have classrooms or study areas that could be used for tutoring? Are there study rooms inb your public library which

Logistics (continued)
could be made available for tutoring sessions? Are there rooms in a community center or church which could be utilized?

The ideal location is a place with a table or desk which will allow a student to sit beside the tutor. It should be out of sight and earshot of other people, well lighted, and temperate.

RECRUITMENT

RECRUITMENT

There may be many people in your community who want and need reading instruction, as well as a significant number of individuals who would like to become reading tutors. But none of these people will know about your program or become involved in it unless you take steps to recruit both students and tutors.

Students

Two factors make reaching potential literacy students a real challenge: they are unlikely to question educators and others about literacy instruction because of the stigma they feel is attached to reading inability, and because they do not read or read well, they don't look for information in newspapers or other forms of print. You must find ways of getting information about your program to potential students without counting on the traditional printed announcements which work for other programs.

Think about the people you want to reach, then decide which of the following suggestions would help you inform the people in your community:

* Public service announcements - Most television and radio stations have guidelines which will tell you how to write and prepare 15, 30 and 60 second announcements telling about your program. You don't need to know much about television or radio broadcasting to do this, but you do need to have a clear idea of the message you want to convey. No matter how long or short the message, it must tell the listener or viewer where to call for more information about your program. Before your public service announcement airs be sure that the person who answers the calls knows ALL the information about the program, and is warm and encouraging. (See the KGGM information sheet in this section for specific information about PSAs.)

* Speeches and personal visits - One of the most effective ways to reach potential students is to visit their place of employment and give a talk outlining your program. Be sure to explain the cost (if the instruction is free, emphasize that fact). Let the listeners know what to expect when they call to learn more or to get involved in the program ("We will meet with you and discuss the reasons you want to join the program, the times you are available for tutoring, and some of your likes and dislikes.") Stress that the information is confidential and that the people who will do the tutoring are volunteers who are sincerely interested in helping students learn to read. Explain your scheduling and time frame ("We arrange tutoring sessions twice a week, for an hour at a time. If you sign up, you will be expected to stay in the program for one semester.) Let listeners know that the books are provided and that tutoring will be done in a private place.

  Besides places of employment, you may want to give talks at churches, day day care centers, or offices which provide human services.

Students (continued)

* Ads aimed at friends or family members - Ads which speak to friends or relatives of nonreaders can be placed in newspapers, church bulletins and company newsletters. A very effective headline for this type of ad is: DO YOU KNOW SOMEONE WHO NEEDS READING HELP? As with other recruiting messages, be sure to include in the ad a number to call to receive more information about the program.

  Posters provide another way to reach family and friends of nonreaders. Select an interesting illustration (it could be of a book or of a person poring over a book, or of a person reading or working alongside another). Add a strong headline: DO YOU KNOW SOMEONE WHO CAN'T READ? Then fill in information about your program.

  A word of caution about referrals by family members: reading students are often apprehensive about joining a tutoring program because of past experiences and fear of embarrassment. When you meet with a student who was referred by a family member, try to calm their apprehension, and then see if the student really wants to receive tutoring. Students who come to a reading program because someone else wants them to are not often successful; to achieve in a literacy program, a student really needs to be motivated by a sincere desire to learn.

Tutors

Many people don't realize that you don't need a college degree to become an effective reading tutor. For this reason, many people who would make good tutors disqualify themselves without ever checking in to the program. Whichever method you use to recruit tutors, be sure to stress that a college degree is not required, and that tutors will receive initial training and ongoing support to help them with difficult decisions.

In some ways it is easier to recruit tutors than students, because there are more ways to recruit tutors. The most effective ways to recruit tutors for your program depend on the size of your community and the group of potential tutors you wish to target.

Think about the people in your area who might be willing to volunteer their time as reading tutors. Then select the suggestions from the following list which would best help you reach those people:

* Newspaper ads - Since tutors must be readers, it's logical to assume that many potential tutors could be reached through the newspaper. Find an interesting illustration and write a headline which would capture readers' interest: YOU CAN TEACH SOMEONE TO READ. Then fill in information about the tutoring opportunities in your program, and where to call to get more information. (As with any advertisement, be SURE that the person who answers the calls is thoroughly informed about the program, and is warm and enthusiastic.

Tutors (continued)

* Public service announcements - Your local television or radio station may have a preproduced ad which could be aired once the specifics of your literacy program have been added. (ABC and PBS currently run a number of such ads, and a number of other affiliates and independent stations have plans to get on the bandwagon with their own ads.)

* Fliers - Is there a large employer in your area? Would the management allow you to publicize your program by putting fliers in employee mailboxes or sending fliers through the company mail? This approach is often very effective because those who receive the information talk with co-workers about the program and a number of them follow through by calling for more information.

* Posters - Posters can be identical to newspaper ads with one exception: they must be large enough to catch the eye of those you want to reach.

* Speeches and personal visits - A well prepared talk given to civic groups, church organizations and employee associations may bring in a significant number of tutors. When you speak to a group, encourage them to ask questions.

Most communities in New Mexico are within driving distance of a college or university or a branch of a larger institution. Consider recruiting tutors from your local branch. Sometimes college students make terrific tutors.

SCREENING

Tutors

Before tutors are trained, they should be screened. When tutors first call to find out about the program give them the basic information, and if they are interested in participating, arrange for them to come meet with you for 15 to 30 minutes. During that time you can explain the program in detail, stressing the responsibilities of the tutor, the time involved, and the mandatory training they will recieve. Also use this time to learn about the potential tutor. Find out what motivated that person to seek out the literacy program. Ask about the hours the tutor is available, and any special background or training which would enable that person to work well with a particular type of student.

If you plan to use volunteers in noninstructional capacities as well as tutoring positions, let the volunteers know about the other volunteer opportunities during the initial screening. Give the volunteer a clear discription of the other position(s) which may include filing, answering the phone, record keeping, etc.

Ask the volunteer to fill out a form listing times available, phone number, address, etc. You will keep this information with your records of student/tutor pairs. Tell the tutor that you will contact them when a student has been assigned.

Students

Students who want to participate in the tutoring program must be interviewed. When potential students call, give them basic information in a warm, encouraging way. Then arrange a time for them to come in and meet with a staff member who will describe the program in detail and screen the student.

During the screening interview, ask about the student's goal: Why is the student interested in the program? This is the most important consideration when screening. Information about the students availability, educational background and interests should also be gathered during the initial interview.

If you are using a test to assess students' reading ability, it should be administered during the interview. However, every attempt should be made to put the student at ease and to explain that the test is only for the purpose of determining what level of instruction is appropriate for the student. Many program directors choose not to administer a test, but instead determine level by looking at a sample of the student's writing and questioning the student about reading difficulities.

KGGM·TV BOX 1294
ALBUQUERQUE, NM 87103
505·243·2285

KGGM-TV WOULD LIKE YOU TO KNOW

that we offer a number of services for non-profit organizations.

FOR EXAMPLE:

-PUBLIC SERVICE ANNOUNCEMENTS

To let people know when you're having a special event, tell them about the unique services you offer, and spread the word about your organization. (10, 30, and 60 second announcements)

-COMMUNITY CALENDAR

Short notes daily on a forthcoming event.

-PUBLIC AFFAIRS PROGRAMS

A representative of your organization can discuss your services with one of our hosts. Films and/or tapes and slide presentations are welcome.

-TOURS AND SPEAKERS

Your organization or special groups of adults or children can tour the TV station or request a speaker from KGGM-TV for one of your meetings.

All of this is free of charge. For further information, call:

Jeanne Wayland

for Public Service
for Community Calendar
for Public Affairs
for Tours
for Speakers

CALL 243-2285

PUBLIC SERVICE ANNOUNCEMENTS

CONTACT: Jeanne Wayland

COMMUNITY CALENDAR

KGGM-TV provides air time for non-profit, tax-exempt organizations in the form of taped announcements on our daily "Community Calendar" roster of events.

Basic guidelines for announcements are as follows:

1. Information or releases should be made available to the station two weeks before an event.

2. Information submitted should include the following:

   Date of event
   Time and place
   Purpose
   Contact - name and phone number
   Organization

3. Community Calendar announcements will be aired as time and scheduling permit and preference is given to events of broad appeal.

VTR PRODUCTION OF PUBLIC SERVICE ANNOUNCEMENTS

KGGM-TV provides production time when available to non-profit, tax-exempt organizations wishing to produce public service announcements. PSAs are usually taped at 7:30 PM on week nights.

Basic guidelines for PSA production are as follows:

1. An appointment should be set up at least three weeks in advance of the event.

2. Public Service Announcements will not be accepted if they include any Brand Name or Dealer since they then become commercial material. Nor are bingo, lotteries and the like considered Public Service.

3. We will tape 10-, 15-, 20-, 30-, or 60-second spots. However, 10- and 30-second lengths generally have the greatest number of available time slots in our program format. Your word count for length is:

   10-seconds: about 25 words
   15-seconds: about 35 words
   20-seconds: about 50 words
   30-seconds: about 70 words
   60-seconds: about 120 words

4. Scripts should be written and timed in advance of the taping session by you and your organization. Generally, it is advisable to keep the scripts simple. Too much information can confuse the viewer. Do include the time, date, place, and name of the organization, and state the facts clearly. If you have any questions, don't hesitate to call the Public Service Director.

5. The KGGM-TV Production Department can work with 35mm slides, camera cards, and/or personalities on camera, in any combination. You must provide any hand props to be used as live display on set.

   If your organization opts to use slides, they must be 35mm film in paper mount. Make sure they are mounted and shot horizontally. We cannot use vertical slides.

   Camera cards---or printed material---should be uncluttered and large enough to read clearly. Three units high by four units wide is a good ratio to go by for television. The less information, the easier it will be to read. Recommended paper stocks are poster board and mat board.

   KGGM-TV has a Character Generator that superimposes lettering over the screen and is available for adding or emphasizing information.

6. KGGM-TV will provide "dubs" or copies of your PSA to other television stations. You must contact each station and request that they send us a tape for dubbing purposes.

FINAL NOTE

We are willing to help you with any questions that may arise. Don't hesitate to call us for advice on how we can serve your needs as a non-profit organization.

KGGM-TV PUBLIC AFFAIRS PROGRAMS

Public Affairs programming is an important part of Channel 13's broadcast week. There are a number of different shows available.

FORUM 13

This is an informal talk show, pre-taped, and aired on Saturday. Generally, it is a half-hour in length. It is produced and hosted by Jeanne Wayland and uses one to three guests for each segment, as well as slides, film or videotape.

As a rule, FORUM 13 is booked about eight weeks in advance. However, special arrangements may be made on occasion for guests whose time in the city is limited.

We're interested in matters of national, state or local interest, controversial issues and interesting people.

CONTACT: Jeanne Wayland

INQUIRY

This program airs Sunday morning at 10-10:30 am. A single guest answers questions from a panel of reporters from television, radio, newspapers and magazines.

Show is pre-taped and uses no visuals. Prefer news oriented guests.

CONTACT: Jeanne Wayland

HISPANO CHAMBER OF COMMERCE SHOW

Half-hour talk format. Subjects of interest to Hispanics. Airs every third Sunday at 7:00-7:30 am. Pre-taped.

CONTACT: John Garcia 842-9003

INFORMATION FOR KGGM-TV NEWS

CONTACT: Assignments Editor

DEADLINES: Notices of newsworthy events should be given to the News Department two days in advance of event.

When directing calls and hand delivered notices to the News Department, it is advisable not to do so during the following hours:

11:00 am to noon
4:00 pm to 6:30 pm

FORM: Written information within the deadline is preferable to telephone information, but in either case, the following data should be included:

Date of event
Time and Place
Purpose
Contact - name and phone number

FINAL NOTE: You will find that News Directors generally resist covering events of a totally commercial nature. They should be more appropriately directed to the Sales Department.

Announcements of a public service nature should be directed to the Public Service Department.

Please bear in mind that all stories cannot be covered. Our News Director will make the final judgment as to what events receive coverage.

GUIDELINES FOR ON-AIR APPEARANCES

The Director and Floor Crew will do their upmost to insure that lighting and camera work will enhance your appearance on the air, but there are guidelines to follow to help you look your best on television.

CLOTHING: Soft, medium colors and pastels. Men's suits should be medium tones of gray, blue or brown. Always avoid white or light colored blouses, shirts, sweaters, and the use of black, navy blue and royal blue.

Handkerchiefs and hats may be distracting.

MAKE-UP: Use sun tan shade of powder or liquid make-up. Make-up should be slightly darker than normal shade of skin - applied to give an even tone.

Only in cases where strong sunburn, blemishes or heavy beard shadow, should a heavier pancake make-up be used.

GLASSES: If you always wear glasses, do so for on-air appearances. Lighting will be arranged to prevent glare.

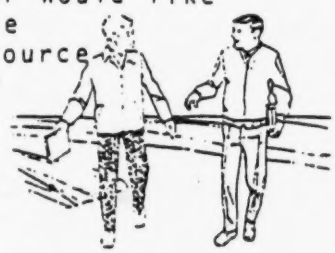
JEWELRY: May be worn effectively if simple and uncluttered. Avoid sparkling, highly polished jewelry.

SAMPLE AD FOR TUTOR VOLUNTEERS

The University of New Mexico is seeking volunteers to work with adults in the Adult Basic Education Project on campus. This special, one semester project will focus on basic reading, writing and language skills. Volunteers will spend 2 hours per week working with one student, using materials provided by the University.

Volunteers will receive a three hour tuition credit, a parking sticker, and a UNM library card. An orientation session will be provided to acquaint tutors with techniques and suggestions.

If you would like to learn more about the project or would like to volunteer, please call the Career Resource Center, 765-3272 by Friday, January 11th.



SAMPLE JOB DESCRIPTION FOR VOLUNTEER TUTORS

JOB DESCRIPTION

POSITION TITLE: Volunteer Reading Tutor

PROGRAM PURPOSE: To work with adults who read below the 9th grade level.

JOB QUALIFICATIONS/SKILLS:

- finds reading pleasurable and necessary
- communicates well with others
- is flexible and open-minded
- interested and resourceful in working with adults
- is able to motivate others

TIME REQUIREMENTS

- monthly seminars
- two hours instruction per week
- two hours preparation per week

JOB DUTIES:

- to prepare for lessons
- to learn about materials for teaching reading
- to participate in training activities as much as possible
- To provide the staff with reports as requested.

TRAINING

TUTOR TRAINING

It is not necessary for the literacy program coordinator to conduct the tutor training singlehandedly. There is a network of experienced literacy trainers available in New Mexico. The coordinator can contact one of the following groups for information on the training available:

* the New Mexico 310 Project at the University of New Mexico - One of the goals of this project is to help set up local literacy programs. A Program Specialist is available through this project. The specialist can provide training and show tutors how to select materials, as well as how to develop their own instructional materials. Call or write to Dr. Greg Bowes
  College of Education
  University of New Mexico
  87131
  277-9348
  277-6453

* local affiliates of Literacy Volunteers of America - LVA provides a sequenced training program on slides or video tape. Literacy Volunteers of America
  404 Oak Street
  Syracuse, New York 13203
  (315) 445-8000

* local affiliates of Laubach Literacy International - Like LVA, Laubach provides a sequenced instruction program and materials. Laubach Literacy International
  1320 Jamesville Ave.
  Box 131
  Syracuse, New York 13210
  (315) 422-9121

METHODS OF INSTRUCTION

Not all of the following methods will work for all tutors. When you demonstrate the techniques, point out to the tutors that they should select the ones they feel most comfortable with and enthusiastic about; a balanced instructional program should include a variety of techniques, but no tutor is expected to incorporate all of the methods listed here.

Language Experience Approach

The Language Experience Approach is a method of teaching a person to read his or her own words. You don't have to be a professional teacher to help a person learn to read using this method. The philosophy of the Language Experience Approach is:

WHAT A PERSON THINKS CAN BE SPOKEN

WHAT IS SPOKEN CAN BE WRITTEN

WHAT IS WRITTEN CAN BE READ

Since the reading materials are stories based on the adult learner's own experiences, you avoid using materials meant for children which may not be interesting to adults. You also avoid the problem of words that the student does not understand. These stories created by the tutor and the student become resources for future reading lessons. One of the best reasons for using the Language Experience Approach is that the method allows adults who have never read before to have early if not immediate success with reading.

The tutor needs the following materials:

* pencil and paper - For adults learning the difference between letters, you may want to use lined paper with large spaces. For those who have mastered the differences between letters, you can use regular notebook paper.

* 3" by 5" notecards - These can be bought anywhere school supplies are sold. You can also make your own cards from heavy paper or tagboard.

* storage folders - The folders which have pockets are useful for keeping stories and word cards organized for future lessons.

Once the materials have been gatghered, the tutor follows these steps:

1. Allow the student to choose the subject: (Experience stories should be about something that interests the adult student.) If the student cannot

come up with any ideas for a story or paragraph, the tutor suggests possible topics: the student's job, family, hobbies, news events or club activities. Another way to get the student to tell a story is for the tutor to begin telling or reading a story, and let the student finish it. Another approach which works well is to have the student select a picture from the tutor's picture file, then describe it or make up a story to go with it.

2. Tutor writes story word-for-word: (exactly as the student tells the story.) One of the things the tutor is trying to do with Language Experience is to teach the person to read and write the language that he/she is most familiar with. As the learner begins to master reading skills, the tutor may choose to teach proper grammar. "Standard English" may be taught, but only after the student has mastered most of the basic reading skills. The unfamiliarity of "standard English" should not be another obstacle to the learner during the crucial period of basic skills development.

3. Tutor prints story for student: After the student has told the story in his/her own words, the tutor needs to print a copy for the student. This is a point at which the tutor must decide what size of print to teach the student (if the student is interested in learning to write. Some people are more interested in learning to read than to write, and it is possible to teach reading without teaching writing.)

4. Tutor tailors the length of the story to the student's ability: Learners who know very few basic sight words or have a very short attention span should use shorter stories (3 to 5 sentences depending on the length of the sentences). Students with more advanced skills can deal with increasingly longer stories (even up to several pages).

5. Tutor reads the story to the student: The tutor points to each word as he or she reads it. This is done to reinforce the connection between spoken words and printed words. Later the tutor may want to omit this step. At that point, the tutor should read the story in a more natural way, without any pointing or other unnatural interruptions. The tutor serves as a reading model for the student.

6. The student reads the story: The tutor can help the student as often as needed until the student can read the passage at least one time without help. During this time the tutor notes trouble spots to be focused on later.

7. Tutor prints vocabulary words on cards: These are words taken from student's stories, and they become the student's first reading vocabulary.

Sight Words

Sight words are words the reader recognizes immediately instead of sounding them out (decoding). For good readers, most words are sight words. Poor readers may not have any sight words in their reading vocabulary. One of the main goals of a reading program is to increase readers' sight word vocabularies.

Some words have to be introduced as sight words because they don't follow phonetic patterns. The tutor may want to call these 'outlaw words' since they don't follow the rules. The tutor needs to explain that these words have to be memorized because they don't sound the way they look. Some examples of 'outlaw words' are: debris, depot, mortgage, ache, heir, ballet, awe, salmon, shoe, and facade. The tutor should not select words from the above list; instead he or she should choose words which come up in the students reading and language experience stories.

Besides words which are spelled irregularly, other types of words can be made into sight words by the tutor. These other types of words include:

* utility words - words which occur frequently in written materials
  Examples: a, and, the, of, when, where, why, how, but, to, of, at, in

* words which represent a phonic pattern or spelling pattern which is being introduced. Examples: when teaching the vowel, consonant, silent e pattern, the following words could be sight words: came, Pete, wide, hop, rude.

* words of special interest to the student: names of family members, words associated with the student's job, and words from favorite stories fall into this category.

To teach sight words, the tutor selects no more than 6 per lesson. The tutor writes one word on one card, then reads it to the student. The student repeats the word. Then the tutor writes the word in a sentence and reads the entire sentence, or asks the student to read the sentence.

Other sight word techniques include: having the student choose the new sight word from a group of words spread out on the table, asking the student to make up a sentence using the new word (the student can dictate the sentence to the tutor), and having the student match the sight word printed on the card with the same word in a printed sentence.

Cloze procedure

Cloze procedure is a method of removing certain words from a reading passage, then asking the student to use context clues to fill in the blanks. For example:

1. We went swimming in the _____.

2. Alice _____ when she saw the dog.

To answer # 1, some people would fill in ocean. Others would fill in lake. Still others would write in swimming pool. All three answers would be correct because they all make sense in the context of this sentence.

To answer # 2, some people would write in screamed. Others would write in smiled. Others would suggest different answers. Any word which makes sense in the sentence should be considered correct.

Cloze is very helpful for two reasons: it teaches the student to rely on context clues to help figure out difficult words, and it shows the student that there can be more than one single correct answer. (Many students have been conditioned to think that questions in a learning situation have only one correct answer.)

To prepare a close exercise for your student, go through a selected passage and drop every nth word (every 10th, or every 8th or every 13th, for example).

Or, go through a selected passage and drop the verbs or the nouns. Remember that the more words dropped from a passage, the more challenging it will be for the student.

Teacher-made stories and dialogues

One method that students find particularly enjoyable is reading and reviewing a teacher-made story. This doesn't have to be an actual story -- it can be just a paragraph or two which the tutor has written about a subject which the student knows. Some students are thrilled when their names appear in such compositions.

The technique is much like language experience, except that the teacher writes the story or paragraph before meeting with the student. The teacher (tutor) goes over the new or difficult words with the student, then either reads the passage to the student or has the student read it aloud.

A skillful tutor can work new vocabulary as well as review words from the last lesson into the story.

Phonics

Phonics is a method of teaching word patterns. By showing new readers certain patterns, we give them clues as to how words will sound. Although critics argue that there are exceptions to phonic rules, teaching phonics is important because it gives students a way to sound out the words they encounter. Without phonics generalizations, students would have to memorize each word, an incredibly difficult task.

Several of the most common phonic patterns are listed on the pages following this one. However, a tutor needs a more complete phonics program, such as the ones detailed in the METRA manual or the Laubach series.
(See list of resources at the end of this book for ordering information.)

LETTER SOUNDS

Vowel sounds:

	short sound	long sound
a	add	ape
e	Ed	eat
i	in	ice
o	odd	old
u	up	rude, cube

(Y is sometimes used as a vowel, as in the words sky, try, dry, etc. In these and similar words, the y makes the long i sound.)

Consonants:

b	bat
c	cat, cent
d	duck
f	five
g	go
h	hit
j	jump
k	kite
l	lump
m	mind
n	no
p	pan
q	queen (q is always followed by u)
r	ride
s	soap
t	time

LETTER SOUNDS (continued)

v	van
w	win
x	box
y	yellow
z	zebra

PHONIC PATTERNS

There are exceptions to almost every rule, so students should not be told tha certain patterns always produce a certain sound. However, the following patt are common and can be used as clues when students are sounding out words.

Vowel/consenant/silent e (vce)

In one syllable words which end in a vowel, followed by a consonant, followed by an e, the first vowel is usually long and the e is usually silent.
Examples:

bake	rope	save	cute	Jane	like
Pete	tube	five	hate	scene	home
ride		cone			tune

One syllable word with only one vowel

In one syllable words with only one vowel, the vowel sound is usually short.
Examples:

can	bed	fit	sod	cut	mat
ten	Tim	hop	stuff	rat	set
mop	with	mutt	lap	Ted	toss

Double vowels

When certain vowels are placed next to each other in a word, the first vowel is usually long and the second vowel is usually silent.

Examples of this pattern are the teams ea, ee, ai, ay, oa.

Some words which contain these teams and follow the pattern are:

cream	beet	rain	pay	boat
steam	sheet	grain	stay	coat
meat	creep	main	hay	roam
read	feed	pain	May	loan
beat	need	raid	play	load
leaf	bleed	nail	tray	road
seam	seed	brain	stray	moan
feast	greed	mail	pray	toast
beach	green	paint	spray	toad
dream	speech	gain	bay	coal
cheat	sleep	vain	day	soak

Soft c and soft g

C often has the sound of k, as in the words can, coat and cut. But when c is followed by e, i, or y, it makes the s sound as in the words cent, civil and cycle. Some words which follow this pattern are:

cell	cider	cyclone
center	decide	cylinder
celery	cinnamon	cyst
censor	cinch	cyclist
cereal	circle	cypress
certain	citizen	cyanide

The letter g makes two different sounds -- the g sound as in go, and the j s as in gem. If the letter g is followed by e, i, or y, it often has the j s Some words which follow this pattern are:

gel	giant	gym
gene	gibe	gypsy
gentle	gin	gyro
genius	ginger	gyrate
general	gist	gyp

THE SCHWA SOUND

Vowels in unaccented syllables often do not say their own sound. Instead, they make a sound like a very brief, short u. For example, the

a in about
e in taken
i in pencil
o in lemon
u in circus

make the schwa sound. The symbol for this sound is ə . Students will be able to decode new words more easily if they realize that in many words, the unstressed syllable(s) have the schwa sound.

banana (bənanə)
camel (camәl)
bacon (bacən)
ruler (rulər)
cactus (cactəs)
lizard (lizərd)
feather (fethər)
telephone (teləfone)
melon (melən)
engine (enjən)
label (labəl)
bottom (botəm)
turtle (turtəl)

RECORD KEEPING

RECORD KEEPING

Accurate records are an important component of a volunteer literacy program. Records will show how many people you have served, how many tutors you've trained and the progress made by the students in your program.

Because record keeping can be time consuming, many programs recruit and train a volunteer (or several volunteers) whose job it is to handle scheduling, phone follow ups and records. If you choose to do this, be sure that the person you select for the record keeping/phone contact position is thoroughly informed about all aspects of your program.

Records must be kept on all aspects of your program. The following list will help you organize your record system:

* Record of calls from potential students and tutors. Log the time the call came in, the questions, and when caller can be reached in the future.

* Record of intake interviews: Each time you screen a person who wants to become involved in the program, start a file with that person's information and placement. (See sample application forms in this section.)

* Record of training: Keep a record of each training session for volunteers, the trainer, material covered, and a list of those who completed the training.

* Weekly tutor logs: Whether you ask tutors to turn in a log each week, or to call in their information each week, it is important to keep track of the times each student/tutor pair met. If the tutor log shows a number of missed sessions, the coordinator needs to check into the situation.

* Record of student progress: The file set up for a student at the time of the intake interview should contain the intake information (requested during oral interview with student), placement with a tutor, materials used in tutoring sessions, and test scores. At the end of the specified block of time, a post test should be given and the student's progress charted. Finally, recommendations for continued learning should be noted

(SAMPLE STUDENT SHEET TO BE READ TO STUDENT AND FILLED IN BY VOL.)

Name _____

Age _____

Position _____

Date _____

1. What grade did you complete in high school?

2. Have you ever received tutoring before?

3. Have you ever attended Albuquerque T-VI or any other training or vocational school?

4. How did you learn of the opportunity for tutoring in this program?

5. Does your job require you to read? If so, what types of material?

6. Does your job require you to write? If so, what types of written work do you do?

7. What do you hope to gain by receiving tutoring?

8. Do you read newspapers?

9. Do you read books?

10. What are your hobbies, spare time interests, etc?

SAMPLE STUDENT CONTRACT (to be read to student)

C O N T R A C T

I WANT TO ENTER THE ADULT TUTORING PROGRAM. THEREFORE, I PROMISE TO DO DAILY HOMEWORK AS ASSIGNED BY MY TUTOR. I DO UNDERSTAND AND ADMIT THAT REGULAR AND DAILY ATTENTION TO MY READING AND WRITING WILL INCREASE MY SKILLS. I WILL REMEMBER TO BE GOAL-ORIENTED AND TO RESPECT THE TIME AND ENERGIES OF MY TUTOR.

_____

SIGNED

_____

WITNESSED BY

_____

DATE

SAMPLE

APPLICATION FOR A VOLUNTEER POSITION

Name_____Phone: Day_____
Evening _____

Address_____

In Case of Emergency: Name_____Phone_____

Education:

1 2 3 4 5 6 7 8 9 10 11 12 (please circle) grades
1 2 3 4 college
1 2 3 Post-graduate

Other special education/training:_____

Have you done volunteer work before? yes_____no_____

What kind?_____

_____

Past employment (paid and/or volunteer):

Have you ever taught (paid or volunteer) before now? yes_____no_____
What was the nature of this experience?_____

_____

How many hours per week can you volunteer for this program? 2 3 4 5 6 (please circ

What time: Morning_____Afternoon_____Evening_____

What days: Sunday Monday Tuesday Wednesday Thursday Friday Saturday

What hours: _____a.m./p.m._____

What type of volunteer job would you like more information about/appeals to you?

_____ESL individual tutor
_____Math tutor
_____Typing
_____Training
_____Record Keeping
_____Basic Reading individual tutor
_____Reading group help
_____Special Projects
_____Other

How did you hear about this program:

_____Friend
_____T.V.
_____Poster
_____Radio
_____Newspaper
_____Church Bulletin
_____Other

I hereby commit myself to volunteering at Any Community College ABE/ESL Program for the period of months.

Date_____ Signature_____

SAMPLE

TUTOR APPLICATION

_____

Name	Home Phone	Work Phone
Address	City & State	Zip Code

1. Do you have transportation for regularly getting to tutoring locations? _____

2. Can you read with ease and accuracy materials such as the daily newspaper? _____

3. Please summarize your employment and/or volunteer work background: _____

4. Please note the hours when you could be available for tutoring and related activities. Naturally, the more hours you indicate, the greater the possibility of making appropriate tutoring assignments. If you have comments or stipulations about scheduling, please indicate those also. _____

5. How did you become interested in the possibility of tutoring?

6. While a prospective tutor need not be knowledgeable about reading instruction, you probably do have some general ideas or opinions. Based on your own reading experience and your experience with people, what do you think are some important considerations for adult literacy tutoring?

_____

_____

_____

7. What do you expect to gain or what desires do you have in "sharing your literacy"?

_____

SAMPLE TUTOR AGREEMENT

Volunteer Tutor Agreement

As a volunteer tutor, I agree to:

1. Tutor one adult at least _ hours a week for a minimum of weeks.
2. Prepare adequately in advance for each lesson using Adult Reading Program and tutor-made materials.
3. Inform student in advance if a lesson must be missed for any reason. Reschedule the lesson if possible.
4. Notify Adult Reading Program at least 15 days in advance of terminating tutoring services.
5. Attend required Adult Reading Program training workshops during this 8-week period.

In return, Jeff Adult Reading Program agrees to:

1. Provide training, materials, and continual support.
2. Sponsor training workshops at least four times a year.
3. Contact the tutor monthly to discuss student progress, provide information about materials and lesson preparation, answer questions and record hours worked.
4. Encourage volunteer input and suggestions with regard to student's instructional plan and general Reading Program operation.

_____
Volunteer

_____
Staff

_____
DATE

This agreement was renewed on _____ for _____ weeks.

Clients Name: _____

Date: _____

Tutor: _____

A CHECKLIST OF REASONS FOR READING

Listed below are some of the reasons that an adult may have for developing and/or improving his/her reading ability. Go over this list with your client to better define his/her goals.

1. ____ read newspapers
2. ____ read books
3. ____ read magazines
4. ____ vote intelligently
5. ____ read to his/her children
6. ____ read one complete book
7. ____ write letters
8. ____ fill out an employment application
9. ____ learn about job interviews
10. ____ get a better job
11. ____ pass the driver's test
12. ____ work toward GED preparation classes
13. ____ lean to read recipes
14. ____ read the want ads
15. ____ read grocery ads
16. ____ shop wisely
17. ____ read directions on packages and household incidentals
18. ____ find out about community services
19. ____ help with school work
20. ____ improve spelling skills

INTEREST SURVEY FOR ADULTS

1. Sometimes I feel that life is _____.
2. When I get together with good friends we _____.
3. I feel lonely when _____.
4. Sundays are for _____.
5. Hobbies I enjoy are _____.
6. Reading is important to me because _____.
7. Reading is important to children because _____.
8. When I go to the grocery store I _____.
9. A good job is important to me because _____.
10. Working around home is _____.
11. I like being alone to think about _____.
12. At parties I_____.
13. Writing to friends and relatives is_____.
14. Television is _____.
15. Being a responsible persons is_____.
16. Children have a lot of _____.
17. Children are _____.
18. Eating out is _____.
20. Becoming acquainted with new people is _____.
21. My home is always open to _____.
22. After work I like to _____.
23. Learning is a process that _____.
24. World affairs and policies are _____.
25. I'm planning a trip to _____.
26. I never seem to have enough money to _____.
27. Books are great because _____.
28. I get mad when _____.

21. ____ locate numbers in the white and yellow pages of the telephone directory
22. ____ read menus
23. ____ read maps-city, highway, etc.
24. ____ fill out tax forms
25. ____ read insurance forms
26. ____ learn a hobby
27. ____ fill out a credit application
28. ____ learn how to read pattern instructions
29. ____ tell time
30. ____ make a budget
31. ____ interpret monthly bills, etc.
32. ____ read directions on prescriptions
33. ____ read bus schedules
34. ____ learn more about Social Security
35. ____ read and write personal checks
36. ____ learn things to do when renting an apartment or house
37. ____ read and understand leases
38. ____ read and understand purchase contracts
39. ____ learn the "Essential Vocabulary" words
40. ____ how to use the library
41. ____ read and understand labels that caution against specific danger
42. ____ read and interpret consumer vocabulary
43. ____ read and use information to solve problems
44. ____ identifying information found in newspapers

Others?

45. ____ _____
46. ____ _____

TUTOR LOG

Date: _____ Student _____

Review: _____

_____

_____

Activity: _____

_____

_____

_____

_____

_____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

Tutor's Signature _____

Total Time Spent This Date: _____

PROGRAM COMPLETION, RECOGNITION, & PLACEMENT

PROGRAM COMPLETION: RECOGNITION AND PLACEMENT

Recognition

At the end of the specified time block, the students' and tutors' efforts need to be recognized. The time and energy tutors have devoted to the program should be mentioned. The achievements of students should also be noted. These things can be done several ways: at a special ceremony, and in written form through a certificate of achievement or other award.

When planning an awards ceremony, consider the preferences of the students in the program. Will they be comfortable receiving a certifacte at a formal, dress up affair? Many students are proud of their progress and are happy to have their stories told. But others are reluctant to get into the limelight, even to claim a well-deserved award. By carefully considering the students' feelings, you will be able to plan a public awards ceremony, or a more private event with only the student and tutor and volunteer staff present.

If the student participants in your program are comfortable with a public ceremony, you may wish to plan one large event which would honor both students and tutors. You may also want to contact the local media whose coverage of the awards ceremony would provide free publicity for your program.

Placement

When the first commitment ends, a number of students and tutors will want to sign up for a second commitment. However, some tutors will choose not to recommit, and some students will be ready to take advantage of other educational opportunities. But many students will not explore these possibilities on their own; they need the guidance and encouragement of their tutors or members of the program staff. There are a number of ways you can help these students make the transition from tutoring program to classroom:

* Invite a local Adult Basic Education program director or staff member to visit with the students and describe the classes offered.

* Plan a trip to visit the local Adult Basic Education site and meet some of the staff.

* Provide schedules and/or catalogs which list classes offered so that the student and tutor can discuss plans.

* Provide information about community service classes offered through the local college or public school system.

Certificate of Achievement

This is to certify that _____ has

completed the one-semester literacy tutoring course offered through the UNM

Adult Basic Education Project's Volunteer Literacy Program.

_____

Marcie McKenzie, Coordinator
Volunteer Literacy Program

_____

Date

Joy of reading should be for all, volunteers believe

Dave Nordstrand

Tribune columnist

One thing that frightens Larry Luna more than a nuclear-tipped ICBM in a Soviet silo is illiteracy in America.

If Americans can't read, how can Americans think, he asks. How can they understand the basics of history? Of literature? How can they hold on in a competitive world?

The 25-year-old business rep for Mountain Bell has 600 books in his bedroom library. He reads 12 hours a week "to relax" and restricts TV viewing to "The Bill Cosby Show," "Cheers" and "Hill Street Blues."

"Part of it is an attitude problem," Luna said. "Sometimes you'd think it's a crime to be educated in America. Take scientists. In the movies, they're always portrayed as bald, boring men obsessed with little things."

What Luna is obsessed with, or at least concerned about, is no little thing. He quoted an article in *The Tribune* by Jonathan Kozol, author of "Illiterate America." Kozol estimates 60 million adult Americans can't read the U.S. Constitution or even a newspaper.

Coincidentally, Luna has been volunteering time to help Albuquerque adults read and spell better.

Twice a week, he meets for an hour with Jerry Sanchez, a 38-year-old maintenance worker. Sanchez is not illiterate. But his reading is more sputter than flow. He has never completed an American novel, for example, or a Shakespeare play.

"I could read in high school," Sanchez said. "I was just real slow. I kind of fell behind."

And, he said, he just kind of wants to get caught up.

It was a pilot project that brought Luna and Sanchez together.

In New Mexico, there are 275,000 adults with less than a high school education, say 1983 Department of Education figures. Forty thousand have less than a 5th grade education.

Those kinds of menacing numbers are behind the idea to match man-on-the-street reading enthusiasts, like Luna, with willing students, like Sanchez. Twenty-five pairs were selected in January for the one semester Volunteer Literacy Project. (That's under Adult Basic Education administered by the University of New Mexico's Education Administration Division.)

Luna and Sanchez were handed a textbook. They got the number of reading expert if they needed it. Otherwise, progress was up to them.

"In the beginning, a lot of our students felt intimidated by educaton," said Marcie McKenzie, who heads the program. "Now they've realized it is not threatening, that they are not dumb. It's done wonders for their confidence."

Luna and Sanchez worked over an article on Albert Einstein. There were questions on comprehension to answer and vocabularly like "heritage" and "menial" to learn.

Luna

Sanchez

Luna sees himself as a catalyst. He hopes his joy in the written word will be contageous.

The reading sessions have benefited him, too, he said. They've made him appreciate the importance of *early* habits, of having parents who value books and who teach their children to value them, too.

The way he was taught. He wishes every American could be so lucky, he said.

BEST COPY AVAILABLE

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES

Blueprint for Tutoring Adult Readers
Clearinghouse on Adult Education
U. S. Department of Education
Reporters Building Room 522
400 Maryland Avenue S.W.
Washington, D. C. 20202-5515

Guidelines for Effective Adult Literacy Programs
B. Dalton Bookseller
7505 Metro Boulevard
Minneapolis, MN 55435

Laubach Literacy Action Organizational Handbook
New Readers Press
Laubach Literacy Action
Box 131
Syracuse, New York 13210

Management Handbook for Volunteer Programs
Literacy Volunteers of America
404 Oak Street
Syracuse, New York 13203

Read All About It: Tutor Adults with Daily Newspapers
Literacy Volunteers of America
404 Oak Street
Syracuse, New York 13203

Scott Foresman Adult Reading Series: Comprehension
Scott Foresman and Company
Lifelong Learning Division
1900 East Lake Avenue
Glenview, Ill 60025

READ Test
Reading Evaluation Adult Diagnosis
Literacy Volunteers of America
404 Oak Street
Syracuse, New York 13203